



WESTSIDE HIGH SCHOOL

KNOWING STUDENTS PERSONALLY ~ INDIVIDUALIZED COACHING AND DIRECTION ~ DEVELOPING GRIT

SITE BASED DECISION MAKING COMMITTEE

MEETING AGENDA

<p><u>LOGISTICS</u></p> <p>DATE: NOVEMBER 29, 2023 TIME: 3:30-4:30 PM LOCATION: Principal's Conference Room</p> <p>MATERIALS: Agenda</p> <p>NEXT MEETINGS: 3:30-4:30 PM FEBRUARY 28, 2024 MAY 1, 2024</p>	<p><u>Chairperson:</u> Alisa Zapata</p> <p><u>Instructional Staff</u> Heather Barrow Cory Bowyer Kayla Harvey Danielle Jones Marie Wadih Kurt White</p> <p><u>School-based Professional Staff</u> Tyrone Davis Samantha Johnson Erika Williams</p>	<p><u>Non-Instructional Staff</u> Dora Felix</p> <p><u>Community Member</u> Sarah Castro Nathan Smith</p> <p><u>Parent Representatives</u> Stephanie Brewster Vivian Cashion</p> <p><u>Business Member</u> Sherry Campbell</p>
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AGENDA ITEM	TIME	KEY OUTCOMES	PERSON RESPONSIBLE
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<ol style="list-style-type: none"> 1. Welcome 2. PEIMS Data 3. Campus Improvement Plan 4. Budget 			
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<p>PROFESSIONAL EXPECTATIONS:</p> <ul style="list-style-type: none"> • Meetings start and end on time • Power down until break • Follow through with commitments before and after meetings 	<p>MEETING NORMS:</p> <ul style="list-style-type: none"> • Listen respectfully, even when we disagree • Depart as a united voice • Communicate time conflicts in advance • Have timely courageous conversations • Professionalism above emotion • Speak about others as if they are present
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WESTSIDE HIGH SCHOOL

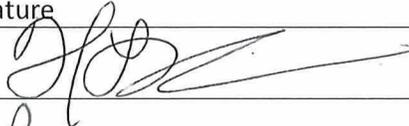
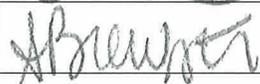
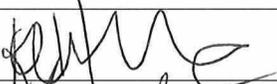
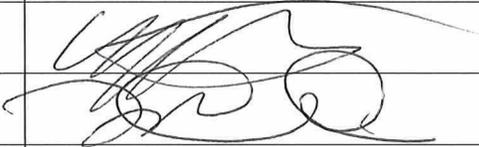
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www.westsidewolves.org

SDMC Meeting: November 29, 2023

Sign-In Sheet

NAME	Signature
Barrow, Heather	
Bowyer, Cory	
Brewster, Stephanie	
Campbell, Sherry	
Cashion, Vivian	
Castro, Sarah	
Davis, Tyrone	
Felix, Dora	
Harvey, Kayla	
Johnson, Samantha	
Jones, Danielle	
Smith, Nathan	
Wadih, Marie	
White, Kurt	
Williams, Erika	
Zapata, Alisa	
Smith, Lawrence	
Nassab, Barbara	

Westside SDMC

November 29, 2023

Minutes: Meeting was brought to order by Dr. Zapata at 3:50 PM

1. Welcome—Dr. Zapata welcomed members to the meeting and introduced teacher, Lawrence Smith, as a guest presenter.
2. PEIMS Data—Mr. Lawrence Smith presented PEIMS Data from our Fall 2023 Snapshot, including student demographics and programs data. Highlights include an increasing number of emergent English Language Learners, which is a reflection of the changing makeup of our community. It continues to become even more diverse and is made up of people from many different origins.
3. Action Plan—Mr. Lawrence presented the Campus Improvement Plan overview. Dr. Zapata explained it is similar to the Action Plan presented at the September SDMC meeting, but with a few additional categories. There are a few additional categories, including goals for quality instruction, family and community engagement, staff development and recruiting.
4. Budget—Mrs. Helen Tran, Business Manager, presented a budget report. Mrs. Tran noted that our preliminary budget planning early in the school year was based on a prediction of 2815 enrollment. At snapshot, we were at 2825 so we were very close to target and did not lose any anticipated funding. Dr. Zapata noted that this year is the last year of “hold harmless” for attendance. Next year, in addition to our enrollment numbers, our Average Daily Attendance will be factored into our funding. For example, if our ADA is 92%, we will only get 92% of funding.

Mrs. Tran highlighted that this year we added some additional teaching positions to improve instruction, and we were able to continue funding Saturday Tutorials, academic stipends, educational supplies, etc. She also highlighted projects that will be completed this year including soccer field maintenance, speed bumps in the student parking lot, and auditorium seating. Teachers asked about continued funding for two favorite instructional apps, Pear Deck and Quizes, and Mrs. Tran will look into it
5. Additional discussion included the need for improving tardy tracking, a recommendation of a program called eHallPass, and a clarification that the WEGA externship program is still active.

Meeting adjourned at 4:20 PM

Minutes Submitted by:

Barbara Nassab

WESTSIDE HIGH SCHOOL

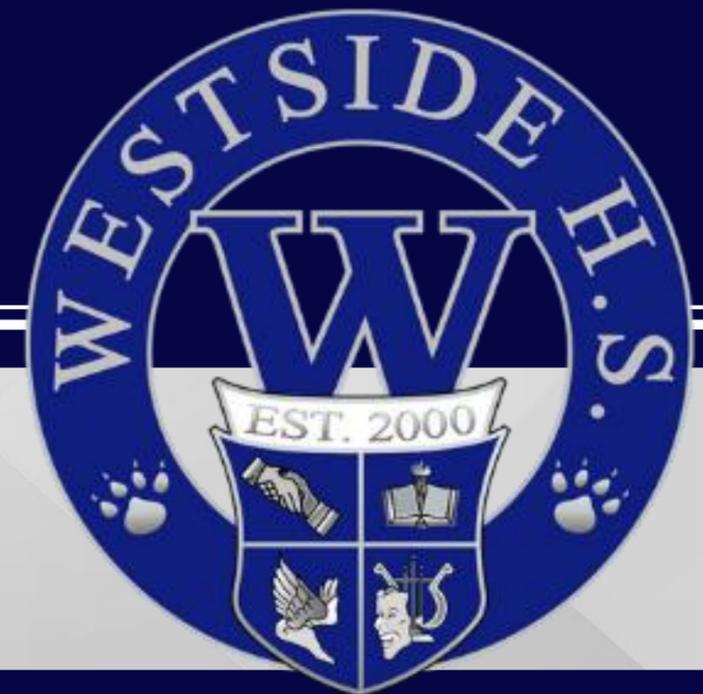
Shared Decision-Making Committee

2023-2024

Date: November 29, 2023

Location: Principal Conference Room

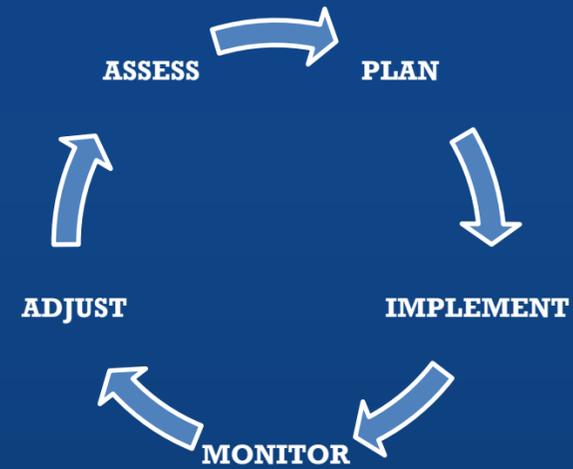
Time: 3:30 p.m.



Agenda



PEIMS DATA



CAMPUS
IMPROVEMENT
PLAN



BUDGET



PEIMS Snapshot – October 29, 2023

School Population (2023 - 2024 Preliminary Fall PEIMS file loaded 11/19/2023)

	Count	Percent
Student Total	2,825	100%
9th Grade	843	29.84%
10th Grade	672	23.79%
11th Grade	668	23.65%
12th Grade	642	22.73%

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 11/19/2023)

	Count	Percent
Gender		
Female	1,416	50.12%
Male	1,409	49.88%
Ethnicity		
Hispanic-Latino	1,265	44.78%
Race		
American Indian - Alaskan Native	7	0.25%
Asian	194	6.87%
Black - African American	928	32.85%
Native Hawaiian - Pacific Islander	2	0.07%
White	365	12.92%
Two-or-More	64	2.27%

Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 11/19/2023)

	Count	Percent
Dyslexia	81	2.87%
Gifted and Talented	623	22.05%
Regional Day School Program for the Deaf	1	0.04%
Section 504	164	5.81%
Special Education (SPED)	188	6.65%
Bilingual/ESL		
Emergent Bilingual (EB)	660	23.36%
Bilingual	3	0.11%
English as a Second Language (ESL)	588	20.81%

Economic Disadvantage

Economic Disadvantage Total	1,944	68.81%
Free Meals	7	0.25%
Reduced-Price Meals	59	2.09%
Other Economic Disadvantage	1,878	66.48%

Campus Improvement Plan

Indicators	Key Actions
Student Achievement	The TEA accountability measure for students at Westside High School in Domain III – Closing the Gaps will grow from <u>78%</u> to <u>82%</u> .
Campus Culture and Climate	Campus leadership will place a focus on student attendance through a recognition system and by implementing stronger systems for improvement from 90.2 % to 92%.
Staff Quality, Recruitment, and Retention	Campus leadership will implement strategies that support high-quality instruction and teacher growth for retention and future recruitment.
Parent and Community Engagement	Campus leadership will host events for parents to showcase student opportunities while at the same time are informative and supportive.
Curriculum, Instruction, and Assessment	Campus leadership and staff will prioritize high quality instruction to increase student proficiency in mathematics, reading, and writing across the curriculum.
Technology	Campus leadership will train staff on how to implement 1:1 technology in a way that drives rigor rather than substituting traditional methods.

Campus Budget Update

Year	Final Budget	Variance from Estimate
2019-20	2,895	+65
2020-21	2,874	+44
2021-22	2,930	+100
2022-23	2,886	+46
2023-24	2,825	+15

Campus Budget Update

Additional Staffing

- 3 Math positions
- 2 English positions
- 1 Science position
- 1 Special Education Chair
- 1 Teacher Specialist

Campus Budget Update

Instructional Expenses

- Saturday Tutorials
- Academic Stipends
- Supplies for classrooms: white boards, index cards, Expo Erase Marker, etc..
- Class Set Calculators/Batteries
- Science consumable supplies
- Reading materials for English department

Campus Budget Update

Instructional Expenses

- Purchase software that no longer provided from district
- Supplies for Fine Art and Performance Arts
- Copier rentals
- Funding for all athletics transportation
- Funding for all the academic field trips

Campus Budget Update

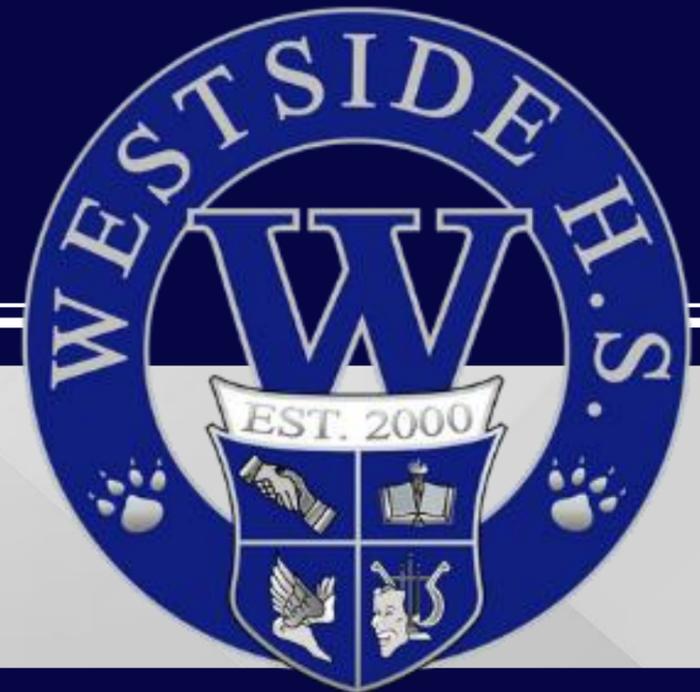
Other Projects

- Install speed bumps in the student parking lot
- Maintenance the soccer field
- Repair the bathrooms and showers various area
- Repair lockers in the gym area
- Auditorium seating

Westside High School

THANK YOU!

Date:
Presenter:
Title:



SY 23-24 School Action Plan (West Division Office)

Campus	Westside HS
Principal	Alisa C. Zapata, Ed.D.
Grades Served	9-12
Enrollment	2810 (23-24 Projection)

The timeline for School Action Plan submission can be found below:

- August 30: Principal emails Action Plan to Feeder EDs and cc Senior EDs and Support EDs to receive feedback.
- September 5: Principal receives Action Plan with feedback from Feeder EDs.
- September 8: Principal uploads final copy of Action Plan in West Division SharePoint.

Click this link → [Key Action Guide](#) – Use as a reference to assist with writing the Key Action statements.

Click this link → [Connection to District Plan](#) – Use as a reference for the Connection to the District Plan

These are the “Advanced” ratings from the Action Plan Rubric.

Needs Assessment

<i>low</i>	Advanced	<i>high</i>
Action plan is based on a current needs assessment. The needs are prioritized. The author uses both current-year and trend data to determine core needs. Student achievement and progress monitoring data inform the needs assessment. The School also reviews data regarding the quality of instruction. It analyzes instructional deficiencies, using multiple sources of data, and describes professional development needs. Core needs take into account the principles of a turnaround school and are relevant and significant – addressing these needs will help raise student achievement and help the organization reach its other goals.		

Goals and Priorities

<i>low</i>	Advanced	<i>high</i>
The goals address School core needs and focus on leverage points. Goals and priorities are developed as part of the vision and the long-range plan for reform. The goals or objectives take into account the experience level of the staff, maturity of the processes already in place, and the urgency of the academic situation. The plan has relatively few goals and those goals are easy to understand. The action plan clearly outlines School priorities that provide focus for schools’ actions and prevents a diffusion of effort. Goals and priorities are connected to practices and principles of organizational effectiveness, not programs.		

Indicators of Success

<i>low</i>	Advanced	<i>high</i>
The action plan delineates indicators of success for each goal or objective. The indicators of success are specific, measurable (or observable), and rigorous. The indicators include progress monitoring targets for continuous improvement (not just end-of-year targets). The indicators are written in a way that would allow an independent, outside observer to assess progress. The indicators of success challenge the organization, but are attainable. The number of indicators is not over-whelming and will not lead to a diffusion of effort.		

Specific Actions

<i>low</i>	Advanced	<i>high</i>
The action plan clearly outlines specific actions people in the organization will take in order to accomplish the goals and indicators of success. This section of the action plan is written with a preponderance of action verbs. Specific actions can be observed or easily monitored by an outside evaluator. The specific actions are comprehensive – completing the actions will ensure attainment of the indicators of success. Where appropriate, the action plan includes when and by whom the specific steps will be completed. The specific actions include steps to train the staff if necessary.		

Connection to District Plan

<i>low</i>	Advanced	<i>high</i>
Relevant central office departments are consulted and the specific actions of the plan will be supported by or reinforce the work of those departments. Where appropriate, the school’s or department’s action plan specifically refers to the district’s key actions. The action plan addresses district-level indicators of success for which the organization will be assessed. The action plan focuses on leverage points and these points overlap the ones outlined in the district plan.		

Systems Thinking

<i>low</i>	Advanced	<i>high</i>
The School’s action plan addresses areas for improvement identified in the systemic assessment of organizational effectiveness. Relevant central office departments are consulted and the plan allows the departments to work in reinforcing ways. Goals and actions address major system components: philosophy, processes, implementation, and leadership capacity. The action plan outlines programs and initiatives in a systemic way, including steps to explain the rationale and philosophy, and actions to monitor progress and provide feedback. Staff development plans, budget items, and the action plan are tightly aligned.		

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

Key Action #1

Key Action for SPED: Campus leadership will use clear, consistent written protocols, procedures, and processes to lead the Special Education Team to positively impact special needs student academic outcomes.

Needs Assessment with Data and Rationale:

During the 2022-23 school year, Westside HS student performance on the STAAR EOC in all subject areas improved at the approaches level. However, there is still a need to increase student progress at the meets and masters level on the STAAR EOCs in each subject area. The Westside STAAR EOC data for special needs students can be found here: [EOC STAAR 2022 & 2023 Student Group Performance.xlsx](#).

Additionally, in 2022-23 the number of students classified as special needs increased to approximately 200. The increase in students was challenging to ensure student IEPs were followed appropriately and that progress reports were input for students in a timely manner. To continue the upward trend in STAAR EOC scores and academic performance for special education students, we have added an additional Special Education Department Chairperson to assist with compliance measures.

Goals and Priorities:

- The Special Education Team will ensure that it meets 100% of compliance measures for special needs students to continue the upward trend in student academic performance.

Indicator of Success:

- Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings.
- Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, ARD meetings, and key data submissions.

Specific Actions:

School leaders (Principal, Associate Principal, Deans, Instructional Coaches, Curriculum Directors)

- Review student data regularly directly after common assessments, benchmarks, demonstrations of learning (DOL), to ensure IEPs are followed, instructional delivery, and interventions are meeting students' needs.
- Perform spot observations to provide feedback to co-teachers, Life Skills, and other self-contained SPED instructors on campus.
- Lead team members will use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles,
- Provide modeling, learning opportunities, and time for teachers to disaggregate data, practice multiple response strategies (MRS), and prepare appropriate lessons/interventions for students.

School Staff

- Teachers and staff will implement IEPs for special needs students with fidelity.
- Teachers and staff will utilize multiple response strategies during instructional time.
- Teachers and staff will attend professional learning opportunities when scheduled and implement learnings.
- Teachers and staff will implement and monitor student trackers on a regular basis.

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

- Teachers and staff will review student data to ensure instructional delivery and interventions meet students' needs.
- Teachers and staff will implement lesson cycles (work on closing lessons) where DOLs occur each time the students meet.

Connection to District Plan: Improve SPED and SEL Services

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

Key Action #2

Key Action for HQI – Campus leadership and staff will prioritize high quality instruction to increase student proficiency in mathematics.

Needs Assessment with Data and Rationale:

Data for the school year 2022-23 reflects an increase in scores at the approaches level from 2021-22 (53% to 70%) on the STAAR EOC Algebra. It is imperative that we improve on our high-quality instruction so our students continue the increasing trend in scores at the approaches, meets, and masters level on the STAAR EOC Algebra. A link to Westside HS STAAR EOC Data is here: [EOC STAAR 2022 & 2023 Student Group Performance.xlsx](#)

The final areas include offering more advanced classes to juniors and seniors along with preparing our students to be successful as they take advanced placement exams, dual credit courses, OnRamps courses, SAT, and TSIA exams. A link to Westside HS CCMR status is here: [Copy of Class of 2023 FINAL Graduation & CCMR Status 08072023.xlsx](#)

Goals and Priorities:

The TEA accountability measure for students at Westside High School in Domain III – Closing the Gaps will grow from 78% to 82%.

Indicator of Success:

- The percentage of students passing the Algebra 1 End of Course (EOC) will increase from 70% to 75% at the Approaches levels, 26% to 31% at the Meets level, and from 8% to 14% at the Masters level by Spring 2024.
- The percentage of students enrolled in college level / college prep math courses (OnRamps, DC Math, Bridge AP Stats, AP Calculus) will increase from 13% to 25%.
- The percentage of students meeting the benchmark for College Career and Military Ready (CCMR) points in the area of math on the SAT/ACT/TSIA2 will increase from 42% to 47%.

Specific Actions:

School leaders (Principal, Associate Principal, Deans, Instructional Coaches, Curriculum Directors)

- Increase the amount of spot observations to provide feedback to teachers.
- Attend and participate in PLCs on a weekly basis.
- Review pacing guides to ensure instructional delivery is on target at every PLC.
- Review student data regularly directly after common assessments, benchmarks, demonstrations of learning (DOL), to ensure instructional delivery and interventions meet students' needs.
- Provide modeling, learning opportunities, and time for teachers to disaggregate data, practice multiple response strategies (MRS), and prepare appropriate lessons/interventions for students.

School Staff

- Teachers and staff will increase the number of multi response strategies used during instructional time.

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

- Teachers and staff will participate and engage in effective manners during PCLs on a weekly basis.
- Teachers and staff will attend professional learning opportunities when scheduled and implement learnings.
- Teachers and staff will review student data and pacing guides during weekly PLCs to ensure instructional delivery and interventions meet students' needs.
Teachers and staff will implement and monitor student trackers on a regular basis.
- Teachers and staff will implement lesson cycles (work on closing lessons) where DOLs occur each time the students meet.

Connection to District Plan: Improve the Quality of Instruction

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

Key Action #3

Key Action for Discretionary Item: Campus leadership and staff will prioritize high quality instruction to improve student proficiency in reading and writing across the curriculum.

Needs Assessment with Data and Rationale:

Data for the school year 2022-23 reflects an increase in scores at the approaches level from 2021-22 on the STAAR EOC for English I and the STAAR EOC for US History. The STAAR EOC for English II shows a decrease at the approaches level from the prior year from 76% to 72%. While students at Westside HS did well at the approaches level in 2022-23, it is imperative that we improve on our high-quality instruction so that more of our students score at the meets and masters level on all three: English I, English II, and US History for STAAR EOC 2023-24. A link to Westside HS STAAR EOC Data is here: [EOC STAAR 2022 & 2023 Student Group Performance.xlsx](#)

Additionally, there will be efforts to increase TELPAS Composite at each grade level. The composite score includes reading, writing, and listening for our English Language Learners.

The final areas include offering more advanced classes to juniors and seniors along with preparing our students to be successful as they take advanced placement exams, dual credit courses, OnRamps courses, SAT, and TSIA exams. A link to Westside HS CCMR status is here: [Copy of Class of 2023 FINAL Graduation & CCMR Status 08072023.xlsx](#)

Goals and Priorities:

The TEA accountability measure for students at Westside High School in Domain III – Closing the Gaps will grow from 78% to 82%.

Indicator of Success:

- The percentage of students passing the English I End of Course (EOC) exam will increase from 70% to 76% at the Approaches level, 54% to 60% at the Meets level, and from 14% to 20% at the Masters level by Spring 2024.
- The percentage of students passing the English II EOC exam will increase from 72% to 78% at the Approaches level, 56% to 62% at the Meets level, and from 8% to 14% at the Masters level by Spring 2024.
- The percentage of students passing the US History EOC exam will increase from 96% to 98% at the Approaches level, 76% to 81% at the Meets level, and from 45% to 50% at the Masters level by Spring 2024.
- The percentage of students obtaining Advanced High on Texas English Language Proficiency Assessment System (TELPAS) will increase from 11% to 16% at the 9th grade level, 23% to 29% at the 10th grade level, 20% to 26% at the 11th grade level, and 31% to 36% at the 12th grade level in Advanced High on the Spring 2024 TELPAS Composite Score.
- The percentage of students enrolled in college level / college prep English and Social Studies courses (DC English, OnRamps, DC USH, Bridge, AP Language, AP Literature, AP USH) will increase from 17% to 25%.

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

- The percentage of students meeting the benchmark for College Career and Military Ready (CCMR) points in the area of English Language Arts and Reading on the SAT/ACT/TSIA2 will increase from 53% to 60%.

Specific Actions:

School leaders (Principal, Associate Principal, Deans, Instructional Coaches, Curriculum Directors)

- Increase the amount of spot observations to provide feedback to teachers.
- Attend and participate in PLCs on a weekly basis.
- Review pacing guides to ensure instructional delivery is on target at every PLC.
- Review student data regularly directly after common assessments, benchmarks, demonstrations of learning (DOL), to ensure instructional delivery and interventions meet students' needs.
- Provide modeling, learning opportunities, and time for teachers to disaggregate data, practice multiple response strategies (MRS), and prepare appropriate lessons/interventions for students.

School Staff

- Teachers and staff will increase the number and type of multi response strategies used during instructional time.
- Teachers and staff will participate and engage in effective manners during PCLs on a weekly basis.
- Teachers and staff will review student data and pacing guides during weekly PLCs to ensure instructional delivery and interventions meet students' needs.
- Teachers and staff will attend professional learning opportunities when scheduled and implement learnings.
- Teachers and staff will plan instruction and interventions based on current student data.
- Teachers and staff will implement and monitor student trackers on a regular basis.
- Teachers and staff will implement lesson cycles (work on closing lessons) where DOLs occur each time the students meet.

Connection to District Plan: Improve the Quality of Instruction

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

Key Action #4

Key Action for Discretionary Item: Campus leaders will prioritize efforts to increase the number of students earning College Career and Military Ready (CCMR) points.

Needs Assessment with Data and Rationale:

Data for the school year 2021-2022 reflects that 354 out of 662 (54%) of seniors graduated earned a CCMR point. The data will be reflected in Westside’s state accountability for the 2022-23 school year. To improve the number of 2023 senior graduates earning a CCMR point, a focus was placed on graduating students in Career and Technology Education (CTE) courses earning industry-based certifications (IBCs). Another focus was also placed on graduating seniors passing the Texas Success Initiative Assessment (TSIA). The final area was preparing our students to pass advanced placement exams which were administered in May 2023. Westside High School had 446 out of 659 (68%) seniors earn a CCMR point for the school year 2022-23.

For the 2023-24 school year, Westside High School has strategically incorporated more classes to assist students in earning a CCMR point. Additionally, CTE teachers are more intentional in the preparation of students for the next level in career pathways which includes earning IBCs. Finally, Westside High School will continue to offer students monthly opportunities to take the TSIA with preparations in upper-level math classes and ELA classes.

Goals and Priorities:

The TEA accountability measure for 12th grade CCMR at Westside High School will grow from 68% to 75%.

Indicator of Success:

- Increase the percentage of students in 11th and 12th grade earning CCMR points.
- Increase the number of graduates identified as receiving special education services during the year of graduation and whose graduation plan type is identified as an advanced diploma plan.
- Increase the number of students completing pathways and earning industry-based certifications.
- Increase the number of students completing OnRamps courses.
- Increase the number of students meeting the Texas Success Initiative in RLA and Mathematics.

Specific Actions:

School leaders (Principal, Associate Principal, Deans, Instructional Coaches, Curriculum Directors)

- Increase the amount of communication about the importance and how earning CCMR can benefit our students.
- Strategically plan schedules so that students receive support before taking TSIA2, SAT, or any test that would earn them a point for CCMR.
- Strategically schedule opportunities for students to take the TSIA2 or assessments to earn an industry-based certification.
- Review student data to ensure instructional delivery and interventions meet students’ needs.
- Adjust the master schedule such that special needs students are properly distributed throughout the core courses.
- Provide more opportunities for students to take OnRamps courses by adding additional classes.

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

- Educate our staff about the importance of our special needs students graduating and being college and career ready.
- Provide modeling, learning opportunities, and time for teachers to disaggregate data, practice multiple response strategies (MRS), and prepare appropriate lessons/interventions for students.

School Staff

- School staff will have the opportunity to learn about how specific tests / assessments can assist our students with CCMR.
- Teachers will increase the number of multi response strategies used during instructional time.
- Campus leaders and teachers will participate and engage in effective manners during PCLs on a weekly basis.
- Teachers and staff will plan instruction and interventions based on current student data.
- Teachers will implement lesson cycles (work on closing lessons) where DOLs occur each time the students meet.

Connection to District Plan: Develop and Implement Year 2035 Competencies and Experiences

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

Houston Independent School District
036 Westside High School
2023-2024 Campus Improvement Plan

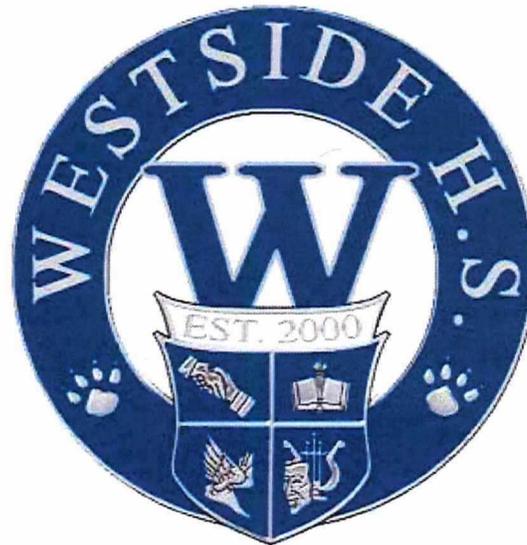


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Key Action 1: Key Action (Briefly state the specific goal or objective.) The TEA accountability measure for students at Westside High School in Domain III - Closing the Gaps will grow from 78% to 82%.	11
Key Action 2: Key Action (Briefly state the specific goal or objective.) We are incentivizing attendance and school engagement (i.e. clubs, athletics, and organization) from all of our students through a competition style system, which build character and community for all students and staff.	13
Key Action 3: Key Action (Briefly state the specific goal or objective.) The leadership team will implement strategies that support high-quality instruction and teacher growth for retention and future recruitment.	14
Key Action 4: Key Action (Briefly state the specific goal or objective.) The Principal will host Coffee with the Principal Parent meetings each quarter for the 2023 - 2024 school year. Our campus will invite parents to community events such as Open House, Back to School Bash, classes, and/or College Center events each semester for the 2023 - 2024 school year. Our campus will host and invite parents to workshops on accessing technology (student grades), homework help, technology, assessment, school policies and procedures, and life after high school. Families who participate will be recognized/celebrated. Campus will plan an engagement for students and families that will assist with relationship building among families, teachers, and staff.	15
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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Data for the school year 2022-23 reflects an increase in scores at the approaches level from 2021-22 (53% to 70%) on the STAAR EOC Algebra. It is imperative that we improve on our high-quality instruction so our students continue the increasing trend in scores at the approaches, meets, and masters level on the STAAR EOC Algebra.

A link to Westside HS STAAR EOC Data is here: [EOC STAAR 2022 & 2023 Student Group Performance.xlsx](#)

Data for the school year 2022-23 reflects an increase in scores at the approaches level from 2021-22 on the STAAR EOC for English I and the STAAR EOC for US History. The STAAR EOC for English II shows a decrease at the approaches level from the prior year from 76% to 72%. While students at Westside HS did well at the approaches level in 2022-23, it is imperative that we improve on our high-quality instruction so that more of our students score at the meets and masters level on all three: English I, English II, and US History for STAAR EOC 2023-24.

A link to Westside HS STAAR EOC Data is here: [EOC STAAR 2022 & 2023 Student Group Performance.xlsx2](#)

The final areas include offering more advanced classes to juniors and seniors along with preparing our students to be successful as they take advanced placement exams, dual credit courses, OnRamps courses, SAT, and TSIA exams.

A link to Westside HS CCMR status is here: [Copy of Class of 2023 FINAL Graduation & CCMR Status 08072023.xlsx](#)

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Data for the school year 2022-23 reflects an increase in scores at the approaches level from 2021-22 (53% to 70%) on the STAAR EOC Algebra.

Data for the school year 2022-23 reflects an increase in scores at the approaches level from 2021-22 on the STAAR EOC for English I and the STAAR EOC for US History.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: The STAAR EOC for English II shows a decrease at the approaches level from the prior year from 76% to 72%. While students at Westside HS did well at the approaches level in 2022-23, it is imperative that we improve on our high-quality instruction so that more of our students score at the meets and masters level on all three: English I, English II, and US History for STAAR EOC 2023-24. **Root Cause:** With STAAR 2.0 being introduced last year, there were new question types and a new format to the exam.

Students received some practice through field tests and exams on OnTrack, but the high-level rigor of the exam may have prevented our students from achieving success on the meets and masters level.

School Culture and Climate

School Culture and Climate Summary

At Westside High School, we have an extremely diverse staff. As of school year 21-22, we have 27% of our teachers identifying as Black American, 16% as Hispanic, 46% of teachers identify as white, and 9% of teachers identify as Asian/Pacific Islander. This population directly represents our students thanks to the recruitment efforts.

In addition to our staff diversity, we have a strongly diverse student population. 44% of students identify as Hispanic-Latino, 34% identify as Black American, 14% of students identify as white, and 7% identify as Asian/Pacific Islander.

Thanks to our diverse staff and student population, our campus culture and climate thrives on equity and access. At our campus, we see the potential in all students realized, we take time to know students personally, and we provide individualized coaching and direction for all students and staff. Our school is set up to create strong relationships between students and staff through the dean system. Each dean has an average of 250 students per case load. They follow these students from 9th to 12th grade year to get to know them personally and support them on their growth through high school.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Our school is set up to create strong relationships between students and staff through the dean system. Each dean has an average of 250 students per case load. They follow these students from 9th to 12th grade year to get to know them personally and support them on their growth through high school.

In addition to the dean system, we have a large amount of extracurriculars and community events, as well as student activities and clubs. This provides a great opportunity for students to engage with each other in positive ways and with staff members through mentoring and support.

We also provide school social workers and wraparound services to students and families who need additional support. This system allows us to support the whole student and their families to guarantee they thrive in their holistic lives.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: New-to-Blue students who have not acclimated to the Westside academic culture sometimes have a hard time engaging in their classes. These students exhibit disinterest in school activities, leading to decreased participation in extracurriculars, classroom discussions, and overall academic performance. **Root Cause:** In recent years, we have noticed that our new-to-blue students who haven't acclimated to our academic culture have a hard time navigating the robust school system due to previous school experiences.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Westside High School has a staff of 161 teachers to serve over 2800 students in the school community.

During the 2023-24 school year, Westside HS recruited and hired 33 *New to Blue Teachers* to join our school community. Of the 33 New to Blue Teachers, 5 teachers were added to support the Mathematics and English Departments at the campus, especially to prepare our growing population of at-risk students to be college and career ready.

Our *New to Blue* teachers are invited and expected to take part so they can acclimate themselves to our school community. Additionally, there will be times in the 2023-24 school year where our New to Blue teachers will meet once a month in after school sessions geared towards instructional expectations and practice.

Throughout the year, New to Blue teachers along with continuing teachers and staff receive professional learning opportunities throughout the year via coaching, staff professional learning days, and professional learning community time where data is reviewed, and lessons prepared.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

The culture at Westside High School is founded on strong, healthy relationships between all stakeholders: teachers, staff, students, parents, and community members. The staff at Westside High School has an average of 12.3 years of service compared to the district, which is 11.3, and the state, which is 11.1 years of service. The amount of service is positive in establishing a safe and secure learning environment for students along with nurturing healthy relationships with families and community members.

Westside High School's master schedule is set up in a manner where the majority of our teachers have a common planning time during the week so that departments and teams can meet. Additionally, Westside High School has designed professional learning days where teachers can practice their instructional delivery, review data, and learn best practices via their colleagues and the leadership team.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: To ensure that high quality instruction is taking place such that students are engaged, and teachers are prepared, it is imperative that we provide opportunities for planning and collaboration to continue developing our instructional practices. **Root Cause:** With the demands of being a high school educator and knowing that this is the last step of our students' public education career, teachers must be prepared to develop the skills necessary for students to be successful for college, career, and military readiness. This level of preparedness takes time and energy for all teachers to maximize student success.

Parent and Community Engagement

Parent and Community Engagement Summary

Westside High School provides opportunities for the community to engage with the principal and others on campus. We have a long tradition of multi-generational students and alumni support that allows for the community to come back and support the school for many years to come. Our alumni breakfasts bring in nearly 100 community members for each event, and we have students of alumni who are now attending our school and participating in campus organizations and events.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Engagement opportunities include intimate settings (Coffee with the Principal) as well as larger settings where parents and students (College Night, Open House). These events allow our community to embrace the Westside way and engage with school leadership to get a better understanding of what the campus offers and celebrates as a strong academic culture.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Not everyone in the community understands the importance of receiving the presented information and will sometimes ignore a message. Community engagement can be limited based on an individual's work schedule, availability (no childcare), access to the internet or smartphone, or language. Parent personal information may change, and the school is not made aware of any updates. **Root Cause:** Many parents do not understand the connection between school systems, assessments, and attendance and how they work together to assist with the overall achievement of their student.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Key Actions

Key Action 1: Key Action (Briefly state the specific goal or objective.)

The TEA accountability measure for students at Westside High School in Domain III - Closing the Gaps will grow from 78% to 82%.

Strategic Priorities:

Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: The percentage of students passing the English I End of Course (EOC) exam will increase from 70% to 76% at the Approaches level, 54% to 60% at the Meets level, and from 14% to 20% at the Masters level by Spring 2024.

Indicator 1: The percentage of students passing the English II EOC exam will increase from 72% to 78% at the Approaches level, 56% to 62% at the Meets level, and from 8% to 14% at the Masters level by Spring 2024.

Indicator 2: The percentage of students passing the US History EOC exam will increase from 96% to 98% at the Approaches level, 76% to 81% at the Meets level, and from 45% to 50% at the Masters level by Spring 2024.

Indicator 3: The percentage of students enrolled in college level / college prep English and Social Studies courses (DC English, OnRamps, DC USH, Bridge, AP Language, AP Literature, AP USH) will increase from 17% to 25%.

The percentage of students meeting the benchmark for College Career and Military Ready (CCMR) points in the area of English Language Arts and Reading on the SAT/ACT/TSIA2 will increase from 53% to 60%.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Student Achievement</p> <p>School Leaders' Actions</p> <p>Specific actions - school leaders (What specific action steps will the building leaders take to accomplish the objective?) School leaders (Principal, Associate Principal, Deans, Instructional Coaches, Curriculum Directors) Increase the amount of spot observations to provide feedback to teachers. Attend and participate in PLCs on a weekly basis. Review pacing guides to ensure instructional delivery is on target at every PLC. Review student data regularly directly after common assessments, benchmarks, demonstrations of learning (DOL), to ensure instructional delivery and interventions meet students' needs. Provide modeling, learning opportunities, and time for teachers to disaggregate data, practice multiple response strategies (MRS), and prepare appropriate lessons/interventions for students.</p> <p>Staff Actions</p> <p>Specific actions - staff (What specific action steps will the staff take to accomplish the objective?) School Staff Teachers and staff will increase the number and type of multi response strategies used during instructional time. Teachers and staff will participate and engage in effective manners during PCLs on a weekly basis. Teachers and staff will review student data and pacing guides during weekly PLCs to ensure instructional delivery and interventions meet students' needs. Teachers and staff will attend professional learning opportunities when scheduled and implement learnings. Teachers and staff will plan instruction and interventions based on current student data. Teachers and staff will implement and monitor student trackers on a regular basis. Teachers and staff will implement lesson cycles (work on closing lessons) where DOLs occur each time the students meet.</p>	Formative			Summative
	Feb	Mar	Apr	June

0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Key Action 2: Key Action (Briefly state the specific goal or objective.)

We are incentivizing attendance and school engagement (i.e. clubs, athletics, and organization) from all of our students through a competition style system, which build character and community for all students and staff.

Strategic Priorities:

Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: CAMPUS CULTURE AND CLIMATE

Indicator 1: Attendance goal will be to grow from 90% to 92% as a total campus

Indicator 2: All students are in class during the first 15 minutes and last 15 minutes of each class

Indicator 3: There will be an increase in students joining clubs, athletics, and school organizations

Specific Action 1 Details	Reviews			
<p>Specific Action 1: We are incentivizing attendance and school engagement (i.e. clubs, athletics, and organization) from all of our students through a competition style system, which build character and community for all students and staff.</p> <p>School Leaders' Actions</p> <p>Specific actions - school leaders (What specific action steps will the building leaders take to accomplish the objective?) The deans are leading the attendance challenge. The deans are setting students on attendance contracts. Weekly callouts explaining that if you aren't in class you won't get credit.</p> <p>Staff Actions</p> <p>Specific actions - staff (What specific action steps will the staff take to accomplish the objective?) Teachers are engaged in instruction bell-to-bell. They also keep the first 15 and last 15 minutes sacred classroom instruction time. More teachers are volunteering to sponsor clubs, organization, and athletics.</p>	Formative			Summative
	Feb	Mar	Apr	June
<p style="text-align: center;"> 0% No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Key Action 3: Key Action (Briefly state the specific goal or objective.)

The leadership team will implement strategies that support high-quality instruction and teacher growth for retention and future recruitment.

Strategic Priorities:

Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: STAFF QUALITY, RECRUITMENT, AND RETENTION

Indicator 1: 100% of PLCs use a common template to record the meeting's minutes . Curriculum Directors meet weekly with the leadership team to review best instructional practices to deliver to their departments

Indicator 2: The master schedule is structured so that the majority of teachers have common planning time

Indicator 3: We offer a new-to-blue affinity group to provide quality relationship-building and instructional practice for our newest staff members

We exceed state percentages for retaining high-quality teachers/staff

Specific Action 1 Details	Reviews			
<p>Specific Action 1: The leadership team will implement strategies that support high-quality instruction and teacher growth for retention and future recruitment.</p> <p>School Leaders' Actions</p> <p>Specific actions - school leaders (What specific action steps will the building leaders take to accomplish the objective?) Host weekly meetings with curriculum directors Are present in PLCs Implement at least 6 walkthroughs a week and provide timely and effective feedback Will work and meet with students to educate them on the importance of earning a college, career, military readiness point</p> <p>Staff Actions</p> <p>Specific actions - staff (What specific action steps will the staff take to accomplish the objective?) Attend PLCs and participate in professional learning PLCs use the common planning template to record minutes Staff use their relationships with students to emphasize the importance of earning a college, career, military readiness point.</p>	Formative			Summative
	Feb	Mar	Apr	June

0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Key Action 4: Key Action (Briefly state the specific goal or objective.)

The Principal will host Coffee with the Principal Parent meetings each quarter for the 2023 - 2024 school year. Our campus will invite parents to community events such as Open House, Back to School Bash, classes, and/or College Center events each semester for the 2023 - 2024 school year.

Our campus will host and invite parents to workshops on accessing technology (student grades), homework help, technology, assessment, school policies and procedures, and life after high school.

Families who participate will be recognized/celebrated.

Campus will plan an engagement for students and families that will assist with relationship building among families, teachers, and staff.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Parent and Community Engagement

Indicator 1: Open House (20%) and College Night (30%)

Indicator 2: Bash and Coffee with the Principal

Indicator 3: Measure: Call out reports and attendance trackers

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Parent and Community Engagement</p> <p>School Leaders' Actions</p> <p>Specific actions - school leaders (What specific action steps will the building leaders take to accomplish the objective?) Building leaders will: Discuss new parent engagement opportunities Form committee for each opportunity Evaluate the strengths and weaknesses of established opportunities</p> <p>Staff Actions</p> <p>Specific actions - staff (What specific action steps will the staff take to accomplish the objective?) Staff will post, announce, and discuss community engagement activities with students and explain their importance using real-world examples for reference. Staff will participate in hosting parent workshops in their area of strength.</p>	Formative			Summative
	Feb	Mar	Apr	June
<p style="text-align: center;"> 0% No Progress  100% Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for 036 Westside High School

Total SCE Funds: \$501,600.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

Westside High School utilizes State Compensatory Education (SCE) fund for 6 English teacher positions to assist with class size reduction. After the funds are allocated for the 6 positions, then there is approximately \$86, 000 which is allocated towards substitutes and resources (copier paper, white boards, index cards, etc...) to support classroom instruction.

Personnel for 036 Westside High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kyle Casanover	Teacher English	1
Marjorie Messinger	Teacher English	1
Ryan Swart	Teacher English	1
Samantha Henderson	Teacher English	1
Sayyeda Shariff	Teacher English	1
Valerie Mayfield	Teacher English	1

SIP APPROVAL 2023-2024

School Name and Campus #: Westside High School/#036

Principal Name: Alisa Zapata

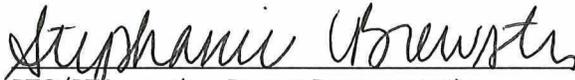
This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on November 7, 2023 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

NOTE: Do not upload to the School Improvement SharePoint site until all signatures are acquired!

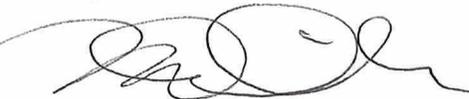

Principal

11-07-2023
Date

Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

11/07/23
Date


SDMC Teacher Representative

11-7-23
Date

Executive Director

Date

Area Office Superintendent

Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date